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AUTHOR Fidelholtz, James L., Ed.
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ABSTRACT

This newsletter was begun in an effort to apprise persons, primarily linguists, working with and for the benefit of American Indians of various projects on which other persons in a similar capacity are working. The main areas treated are: (1) the improvement of Indian literacy in their native languages, (2) various efforts to make the expertise developed in Amerindian linguistics available to Indians and teachers of Amerindian languages. The newsletter contains a description of current projects, including Indian language teaching programs and a British Columbian project involved in preserving the languages and oral cultural traditions of the Salish-speaking areas. A list of recent publications and ERIC documents dealing primarily with child language, the teaching of English to American Indians, and bilingual-bicultural education is included. (PM)

CONFERENCE ON AMERICAN INDIAN LANGUAGES NEWSLETTER OF THE CLEARI
FOR LINGUISTIC INFORMATION HELPFUL TO PERSONS HELPFUL TO INDIAN

EDITOR, JAMES L. FIDELHOLTZ VOLUME 1, NO. 1 JUNE, 1972 PAGE 1

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APOLOGIA

The idea for this newsletter, which is to be in effect a clearinghouse for the types of information discussed below, was first suggested at the November 19, 1971 meeting of the Conference on American Indian Languages, organized by Eric Hamp and Carl Voegelin, and chaired by Ken Hale (the meeting was held in association with the annual AAA meeting). Unfortunately, I inserted a comment at the wrong time, and with no graceful way of backing out, was unanimously declared the editor. I take it that the purpose of the newsletter is to apprise persons (primarily linguists) working with and for the benefit of American Indians of projects of various sorts which other persons in a similar capacity are working on, so as to help us all benefit from the discoveries (and perhaps errors) of others. Some of these areas are: improvement of Indian literacy in their native languages (especially such improvements effected by Indians themselves), and various efforts to make the expertise developed in Amerindian linguistics available to Indians and others involved in training speakers of Amerindian languages, to enable them to do linguistic analysis of their own languages. The foregoing seem, from the sense of the meeting, to be the primary areas of interest for this newsletter. However, only a few persons have sent me information so far on these topics (although one may hope that the actual publication of the first number of the Newsletter will encourage others to send material).

For these reasons, and because methods, etc., of teaching English to American Indians should be also of at least peripheral interest to Indians and persons working with them, I have included in this issue information about such programs, and publications. I will be very interested to get reactions and comments from people about whether this should be continued in future issues, and whether perhaps other information as well should be circulated by this means.

In general, with respect to the primary purposes for this newsletter it is known that a great deal of activities along this line are going on but in most cases it is not known where and how much.

At the above-mentioned meeting, it was tentatively decided that we would have regional, or possibly language-group, subclearinghouses who would funnel information to me. Some of the people who agreed to do this are: Navaho--Oswald Werner, Dept. of Anth., Northwestern U., Chicago IL 60201; Teaching obsolescent languages--Wick R. Miller, Dept. of Anth., U. of Utah, Salt Lake City UT 84112 Yuman--Margaret Langdon, Dept. of Ling., UCSD, La Jolla, CA 92037, Uto-Aztecan--Ronald W. Langacker, same address as Langdon Algonquian--me Alaskan languages, Eskimo, Athabascan, and Iroquoian--Mike Krauss, Dept. of Ling., U. of Alaska, Box 5-123, College, AK 99701. On the other hand, if the rate of arrival of material from these people and others remains as low as it has been, perhaps everyone can just send their material directly to me, for me to butcher up as I will. In any case, I'm sure the above persons will at least be willing to forward material to me, if not also to arrange and condense it for me.

Throughout the newsletter, I have taken the liberty of quoting from materials and communications sent to me. If you have any reason for not wanting me to do this, please so indicate when you mail me materials. The newsletter may be quoted for any purpose whatsoever consonant with the purposes of the newsletter.

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THANKS

The editor would like to express his gratitude to the Department of Anthropology at the University of Maryland for supplying stencil masters, paper, and equipment to run the newsletter off, also to the U. of Maryland Summer Theater for their cooperation in mailing out the newsletter, and to the University of Maryland which has provided a grant of $110 towards the costs of mailing this newsletter. An initial mailing list of about 375 names has been compiled primarily from the list of names published by M. Dale Kinkaid in IJAL 37:2.114-21, plus extensive corrections (IJAL, forthcoming, and personal communication). Let me here thank Dale for his help in getting the list together. Some checking of addresses has been done by means of AAA and LSA address lists, and through the courtesy of Ma Bell's information service.

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Nevertheless, some names on the Roster remain without addresses. Anyone who can provide addresses for the following names is requested to send them to the editor:

Stuart Fletcher
Dwight Good
Julian Granberry
William Seiden
Jane Sokolow
Tor Ulving
Stanley Weaver.

This list of names will undoubtedly be augmented in the next issue by undeliverable returns of the newsletter. In addition, any names of persons or groups who any of you feel should be on the mailing list, but are not on Kinkade's Roster for any reason, should be forwarded to the editor.

Editor's Address

The editor's address, beginning 1 June 1972 and continuing for the 1972-73 school year, will be: Jim Fidelholtz, Dept. of Linguistics, 20C-128, MIT, Cambridge, MA 02139, and communications should be sent there for expeditious delivery. Communications sent to the U. of Maryland will, however, be forwarded.

Elliott address plates have been made up (courtesy of the U. of Maryland) for the entire Roster. If anyone has mailings for that list, please contact me, and I will try to work something out--bulk mailings by nonprofit organizations within the US costs only 1.7¢ per piece. Outside the US is 8¢ a piece.

PERTINENT PROJECTS GOING ON, AND ALSO ETC.

Herb Landar (Dept. of English, Cal. State L.A., Los Angeles, CA 90032) says, 'I've done some health education work at Many Farms, on the Navajo Reservation, and I'm very much interested in following or contributing to similar developments.' Herb also informs us that Sam Stanley (Ctr. for the Study of Man, Smithsonian Institution, Washington DC 20560) is the 'action anthropologist' for the Smithsonian Institution, and has, e.g., 'done a lot to defend property rights of Indians (e.g. water rights)'.

Margaret Langdon (address above) is reputed to be teaching Diegueño at La Jolla.

Timothy Dunnigan (Dept. of American Indian Studies, U. of Minnesota, Minneapolis, MI 55455) informs us of the 'Ojibwe (Ojibway) and Dakota language projects that are being carried out in the Department .... My job as anthropologist and linguist is to help native speakers of these languages to conduct basic research and prepare course materials. The teaching is done exclusively by the native speakers, who have the primary responsibility of running the programs. Courses in Ojibwe have been offered since the winter quarter of 1970, and the Dakota classes will begin in the Fall of 1972. If ... anyone ... would like additional information about these language projects, I will gladly respond.'

Randy Bouchard (Research Associate, B.C. Provincial Museum, Victoria, BC, CANADA) has sent me a great deal of material. Randy is in charge of the 'British Columbia Indian Language Project', for which he has 'spent his full time in the field, for the past 3 and one-half years, working actively towards involving more and more Native people in the preservation of their disappearing languages and oral cultural traditions, in the Salish-speaking areas of British Columbia.'

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He also describes his work in developing 'Indian Language Specialists'--Indians literate in their own languages, since 1966. He encourages and trains them to tape myths, legends, etc. of their own people, and then transcribe them. He gives some detail of his training procedure. The BC Indian Language Project has collected quite a bit of material, but because of difficulties in finding a suitable outlet, most of it is available only in a limited way.

'... The success of the ... Project has proven beyond a doubt that Native people, themselves, can do this work. But ... they need much more assistance, both in terms of much more financial support, and in terms of much more understanding, professional help.

'It is my firm conviction that what is needed most is for many more non-Indians to spend their full time in the field, working actively to train Indian people from all over [BC] in the techniques of preserving their Native languages and oral cultural traditions. Such

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non-Indian people should have a background of professional training in field techniques of linguistics and anthropology, and, what is equally important, should have an understanding of the many complex problems facing the Native people with whom they are working.

'Merely making large sums of money available for such purposes will not solve the many problems. There must be much more co-operation between non-Indian researchers, who possess the technical means by which British Columbia's Native Indian languages and oral cultural traditions can be preserved, and the Indian people, themselves, who possess the priceless knowledge of these languages and oral cultural traditions.'

Randy also has a newsletter 'Research relating to British Columbia Indian languages and cultures', whose purpose is 'to inform those interested, both Indian and non-Indian, professional and non-professional, of the activities of those people who are currently, or who have recently been engaged in research pertaining to Indian languages and cultures in British Columbia.' (co-author: David Grubb, same address). Randy also includes newspaper articles and editorials reporting and commenting favorably on his project (sample titles: 'Indians now catching out "inaccurate" works of profs', 'Strengthening the Indian voice', 'The race to save a cultural treasure', etc.). Randy's work seems to be among the most emulable going on, and he 'looks forward to receiving similar types of information from [me] [here it is--ed.], and to communicating with others who have interests in these same areas.'

Wick R. Miller (address above) has sent along another large package of materials that Curtis Booth (a student of mine) and I are producing for a class on Shoshoni that is being offered on a volunteer basis at the Stillwater Reservation near Fallon, Nevada. The tribe requested assistance in this project which is supported by a grant from the Office of Education.

'The item entitled "Writing in Shoshoni" is an attempt to describe the writing system to native speakers. The rest of the material is for the Shoshoni language classes, those directed primarily to children. The teachers are native speakers untrained and unsophisticated in the area of linguistics and language teaching ... . all of these materials with the exception of 'Writing in Shoshoni" were produced in a weeks time by the two of us while sitting in a motel in Fallon ... .

'We are too early in the project to be able to report how well this meterial works [the date of the letter is 27 Dec. 71--ed.]. I would appreciate it if those of you who have been doing similar projects ... would keep me informed on what you are doing.'

INFORMATION AND PUBLICATIONS RELATING TO INDIAN EDUCATION, ETC. MORE GENERALLY

Prices are given below where they are known. With respect to the ERIC documents, the information and quotations below come from The Linguistic Reporter 14:1.Supplement 28. (Available from the Center for Applied Linguistics, 1717 Massachusetts Ave.NW,Washington,DC 20036--subscriptions (6 issues/year) $1.50 per year). The prices of the ERIC documents are for hard-copy (HC) Xerox-type reproduction (at one-half size, however). The rate is $3.29 for each 100 pages or part therof, which means that a one-page article costs $3.29, just like a 100-page one. If you have access to a Microfiche reader, microfiche copies are available at $.65 for each 100 pp. or part therof. The prices below refer to HC.

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ERIC/MLA will publish linguistics materials in some way related to language teaching in general. This is an excellent way to make your material widely (although, unfortunately, not cheaply) available. For example, I should imagine that all of the above-mentioned materials would be deemed suitable for dissemination through the ERIC system. The address to write for further information and inquiries is: Warren C. Born, Director, ERIC Clearinghouse on the Teaching of Foreign Languages, Modern Language Association of America, 62 Fifth Avenue, New York, NY 10011. In general, the only requirements for dissemination are some putative relationship to Teaching languages, and that it be in photo-reproducible form--viz., a clean black ribbon typed on white paper; corrections made with opaque fluid, not chalk-type things, etc.). If anyone avails himself of this means, please so inform me, and we can include the pertinent data in the following newsletter.

Please note: the following list (as well as the preceding one) is

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highly eclectic. I will of course appreciate any additions of pertinent items:

Shirley Hill Witt and Stan Steiner (eds.). 1972. The Way: An anthology of American Indian Literature. New York: Vintage Books (Random House) paper: $1.95. Esp. parts III and IV.

Hopkins, Thomas R. 1969. American Indians and the English language arts. The Florida FL Reporter 7:1.145-6.

Povey, John F. 1969. Cultural self-expression through English in American Indian schools. The Florida FL Reporter 7:1.131-2, 164.

Wax, Sol and Robert K. Thomas. 1969. Education 'for' American Indians threat or promise? The Florida FL Reporter 7:1.15-19, 154.

The Florida FL Reporter, V. 7, #1, Spring/Summer, 1969, is available for $6.50 from: 801 NE 177th Street, North Miami Beach, FL 33162.

Brière, Eugene J. 1970. Testing ESL skills among American Indian children. Georgetown U. School of languages and linguistics monograph series on languages and linguistics, V. 22, ed. by James E. Alatis 133-42. Available from Georgetown U. Dept. of Ling. Publications for about $3.50.

ERIC documents:

Hawkins, Arthur M. et al. (compilers). Modern Native Americans: a selective bibliography. July 1971. ED 054 890 (131p.) $6.58. '... 1500 citations of works on Native Americans ... between 1927 and 1970 ...- The entries cover a wide range of topics--[e.g. ESL], community development, history of various tribes, and drinking problems. A related document is ED 051 940.'

Hopkins, Thomas R. 1971. Teaching English to American Indians. ED 053 603. 8pp. $3.29. Also available in: English Record 21:4.24-31, Apr. 1971. 'English language instruction in schools for American Indians has progressed from the era when there was an effort to eliminate tribal languages and replace them with English. From 1932 until recently tribal languages were encouraged, but the emphasis was on English. During the past four years, bilingual education has emerged. ... [T]he trend seems to be toward use of the native language as well as learning a second language. It is unfortunate that bilingual education has not been a basic element i language learning; in addition to providing instruction in the native language, it develops dignity in the child. The eliminati of the American Indian languages would be a great loss.'

Spell, Faralie S. 1971. Practicalities in teaching English-as-a-second language to Navajo children. 10pp. $3.29. ED 053 610. 'Problems encountered in teaching [ESL] to Navaho children are primarily du to inadequate teacher education .... Teacher training must be improved .... Appropriate materials ..., and ... freedom to use common sense in relating the materials to the current needs of the pupils. ... bibliography ....'

Dato, Daniel P. 1971. Research handbook on children's language learnin Preliminary edition, Final report. 61pp. $3.29. ED 053 633. ' ... an introduction to the study of children's language development ... a supplementary aid in the training of research workers in th field of children's language learning.' A related film is suggest to be used as well as a training aid. Transcript of movie sound track and bibliography included.

Holm, Wayne. 1971. Bilagaana Bizaad (The English language): ESL/EFL in a Navajo bilingual setting. 19pp. $3.29. ED 053 613. 'To cope wit the bilingual education problems in a community such as Rock Poin

to inadequate teacher education .... Teacher training must be improved .... Appropriate materials ..., and ... freedom to use common sense in relating the materials to the current needs of the pupils. ... bibliography ....'

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Holm, Wayne. 1971. Bilagaana Bizaad (The English language): ESL/EFL in a Navajo bilingual setting. 19pp. $3.29. ED 053 613. 'To cope wit the bilingual education problems in a community such as Rock Poin on the Navajo Reservation in NM, a program has been developed to teach English as a foreign language within a bilingual setting. The goal is coordinate bilingualism in which each language has a separate but equal status, and the program is a 'transitional' on in which Navajo is used as a means to enable children to go to school in English. The program involves team-teaching in two lar guages with the English-language teacher and the Navajo-language teacher conducting activities at opposite ends of the classroom simultaneously, each working with a relatively small group at a time. In the structure recommended for this program, the Navajo-language teachers are in charge and, in the lower grades especial ly, they teach content. The English-language teacher is teaching a foreign language, and teaching content is second to teaching En glish. The English teacher's goal is to make it possible for

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Navajo children to cope successfully with education in English.'

Littlejohn, Joseph E. 1971. A handbook for teachers and aides of the Choctaw bilingual education program. 26pp. $3.29. ED 054 902. 'The Choctaw Bilingual Education Program is a plan operating in 4 public school systems in Oklahoma to expand the educational opportunities of Choctaw children. The 4 major program components are inservice workshops, an inservice instructional program in the public schools, parental and community involvement, and a 5-year master's-level teacher-preparation program. Based on the idea that Choctaw children will find the most satisfying lives if they recognize and accept the fact that the Choctaw people live in a world of 2 languages and 2 cultures, the program is intended as a service through which teachers and aides may find or develop insights, materials, and techniques to help in working with Choctaw children. The handbook discusses major educational needs of Choctaw children, what teachers and aides need to know about language, and how the program can meet the needs of Choctaw bilingual children. Reference is made to materials available for the classroom, materials available for inservice training, and techniques in bilingual education. Appended is a list of terms, with definitions, commonly used in the study of language.'

Scoon, Annabelle R. Bibliography of Indian education and curriculum innovation. 62pp. $3.29. June 1971. ED 053 614. '... Bibl. of ERIC documents ... 200 entries with abstracts. The work is intended for those seeking to gain insight into the cultural and sociological background of the American Indian student, his academic strengths and weaknesses, and current innovations in the development of curriculum for these students. The report is divided into 3 areas: (1) Indian education and bilingualism; (2) general aspects of American Indian education; and (3) innovative curriculum concepts and materials.'

Valencia, Atilano A. Aug. 1971. Bilingual/bicultural education--an effective learning scheme for first grade and second grade Spanish speaking, English speaking, and American Indian children in New Mexico. 134 pp. $6.58. ED 054 883. 'The 1970-71 evaluation of the Grants, NM, Bilingual Education Project ... narrative description of tests administered, ... statistical findings ... and conclusions and recommendations ....'

FURTHER INFORMATION SOURCES UNEXAMINED BY THE EDITOR

The Algonquian Linguistic Newsletter, quarterly. Volume 1, No. 1 Jan. 1972. Edited by Evelyn Todd, Dept. of Anth., Trent University, Peterborough, ON, CANADA. To include bibliographic data, brief reports on research in progress, and other information of interest to Algonquian linguists. Annual subscription $2.00.

The Bureau of Indian Affairs (Information Office, 1951 Constitution Ave. NW, Washington, DC 20240) has a list of Universities and schools where Indian languages are being taught, free upon request. They also have numerous other publications with relevant information. The BIA publications will be reported on in more detail in the next issue.

ORGANIZATIONS AND PERSONS NOT ON THE ROSTER, BUT WHO ARE ON OUR MAILING LIST:

Sam Stanley, Curtis Booth, Lonnie Hindle, Vernon Kobrinsky, Timothy Dunnigan, Thomas R. Hopkins, Wayne Holm; American Indian Historical Society, Center for Applied Linguistics, Bureau of Indain Affairs, Dept.

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